

**2009 ADE/CEF Promising Practices Awards  
Part I: Cover Sheet**

Practice Name Pillar of the Month

Name of Principal Jenna Moffitt

Official School Name Terramar School

School Mailing Address 7000 W. Happy Valley Rd. Tel. ( ) 623-445-7600 ext.     

School Website https://terramar.dvusd.org

Peoria 85383 Email Address jean.koeppen@dvusd.org  
City Zip (Assistant Principal-Submitting application)

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

 Date 11-25-08  
(Principal's signature)

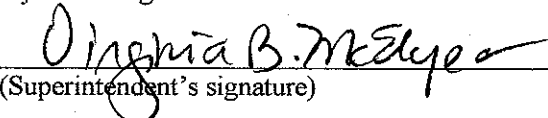
Name of Superintendent Dr. Virginia McElyea

District Name Deer Valley U.S.D. Tel. (623) 445-5000

District Mailing 20402 N. 15<sup>th</sup> Ave.

Phoenix 85027 Email Address www.dvusd.org  
City Zip

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

 Date 11-24-08  
(Superintendent's signature)

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## Part II: Background Information

1. Category that best describes the area where the school is located:

- ☐ Urban or large central city      ☒ Suburban  
☐ Suburban school with characteristics typical of an urban area  
☐ Small city or town in a rural area      ☐ Rural

2. 1 Number of years the principal has been in her/his position at this school.

2 If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K <u>—</u>	K-122	5th <u>136</u>	10th <u>—</u>
1st <u>122</u>		6th <u>124</u>	11th <u>—</u>
2nd <u>112</u>		7th <u>111</u>	12th <u>—</u>
3rd <u>105</u>		8th <u>115</u>	
4th <u>119</u>		9th <u>—</u>	
			TOTAL: <u>—</u>

4. Limited English proficient students in the school: 3 % 28 Total Number

Number of languages represented: 14 Specify languages: Assyrian, Vietnamese, Bulgarian, Bosnian, Romanian, Spanish, Korean, Albanian, French, Tigrena, Serbian, Italian, Arabic, Thai

5. Students who participate in free/reduced-priced meals: 12 % 132 Total Number

*If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.*

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## **Part III: Narrative Responses**

**1. What is the practice and how have you implemented it in your school or district?** Provide a detailed description of a unique and specific practice already taking place in your school or district.

**2. How does the specific practice contribute to character development?**

(For example, how does the practice help students develop good character? Are there activities for reflection and feedback from students and staff?)

**3. What impact is the practice having on students in your school or**

**district?** (For example, what evidence do you have that students have acquired positive skills, attitudes, or behaviors as a result of this practice? How have you measured success? What student, staff, parent, or community member testimonials speak to the effectiveness of the practice in promoting positive character development?) Please include summaries of any data or survey information that attest to the effectiveness of the practice.

**What is the practice and how have you implemented it in your school or district?**

**Pillar of the Month**

Terramar School is currently building a school-wide Character Counts program to serve all our students, Kindergarten through eighth grade. This school year we have used our Character Counts committee to develop varying activities that are age appropriate. The committee has stressed the importance of choosing activities, assemblies, and materials that are motivating to each age group. We wanted to require our older students to think and act at deeper levels and internalize the pillars of characters. We have been successful at differentiating for all ages on our campus, yet we still wanted an activity that would unite the campus and recognize good character across our campus.

Therefore, we have designed and implemented the Pillar of the Month award. Each month two classes are recognized for their outstanding contributions to our campus's character. Teachers and students work together to complete the application. Applications are submitted each month to the Character Counts committee and two classrooms are selected; one classroom from Kindergarten – 3<sup>rd</sup> grade and one classroom from 4<sup>th</sup> – 8<sup>th</sup> grade. Our Parent/ Teacher/Student Association (PTSA) has generously supported this campus initiative by awarding the winning classrooms \$100 to spend on books and materials for their classrooms. The winning classroom is announced on the morning announcements and key parts of their applications are shared. Administration visits the winning classrooms and awards them a large pillar to display on the outside of their classroom door.

The following is the application:

***Character Counts at Terramar Elementary!***

**Character Counts Classroom of the Month Application**

- Please complete form, providing detailed examples of how your class has demonstrated wonderful character for each pillar.
- Applications to be turned into Alicia Curran (member of Character Counts Committee) via email or to her mailbox.

- Applications will be reviewed by the committee. Awards will be donated to one K-3 class and one 4-8 class each month.

Grade Level: \_\_\_\_\_

Month of: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

**Respect:**

**Trustworthiness**

**Responsibility:**

**Caring:**

**Citizenship:**

**Fairness:**

**How does the specific practice contribute to character development?**

The key component with this promising practice is the unifying feeling it brings to our campus. Teachers and students work together to highlight specific activities or actions that have exemplified excellent character. The Pillar of the Month compliments our weekly Character Counts raffle and Character Count quote/reflective question of the week.

**What impact is the practice having on students in your school or district?**

Although we do not have any formal data to track the progress of our promising practice, our school views this practice as successfully accomplishing two things. First, it is evident that the students are becoming more familiar with the terminology because they are required to discuss the pillars during the application process. Our school believes that the more the language of Character Counts is heard and used, the better the chance of it being internalized by our students. The second piece of informal tracking is feedback from parents. Parents have given administration very positive feedback about all of the Character Counts programs this year. They have voiced their appreciation of the Pillar of the Month supporting the classrooms with materials that benefit all the students. Terramar knows that Character Counts is not just a program; it is a way of thinking and being. We appreciate this opportunity to share our promising practice and look forward to hearing from you.